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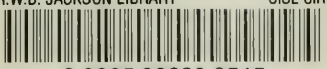
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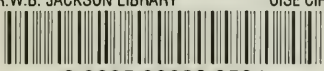
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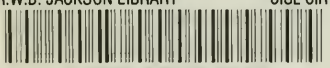
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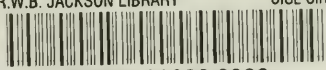
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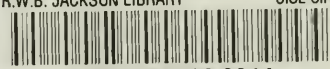
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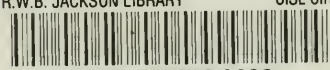
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BULLETIN, 1919, No. 23

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational reconstruction—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—School gardens—Commercial education—Civic education—Americanization of immigrants—Reeducation of war invalids—Education of soldiers—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

417. **Brooklyn teachers association.** President's report . . . forty-fourth year, 1917–1918. 76 p. 8°. (Mary E. Hamilton, secretary, P. S. 27, Brooklyn, N. Y.)

Contains a statistical report of results of the test conducted by Dr. I. H. Goldberger on teachers' vitality as influenced by the nationality, sex, and grade of pupils taught.

418. **National education association.** Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29–July 6, 1918. Journal of the National education association, 3: 295–356, January 1919.

Department of deans of women.—Contains: 1. Bernice E. Sanford: Organization of social life where there are no dormitories, and housing students under such conditions, p. 300–302. 2. G. S. Dick: What a president may rightly ex-

pect from a dean of women, p. 302–4. 3. Helen M. Smith: What the dean may rightly expect from the president, p. 304–306. 4. Florence L. Richards: What a dean may rightly expect from a president, p. 306–9. 5. Mina Kerr: The college community life as an opportunity for socialization, p. 309–11. 6. Janet M Purdue: Deaning in the public high school, p. 311–13. 7. Romiett Stevens: What constitutes social ethics, p. 314–16. 8. Lucinda W. Prince: College women in business, p. 316–18. 9. Mary W. Woolley: Some ideals for deans, p. 318–20.

Department of school patrons.—10. Mrs. O. S. Barnum: Guarding the schools in war time, p. 332–34. 11. Ella A. Moore: Report of the committee on vocational supervision, p. 335–37. 12. Margaret S. McNaught: Guarding the schools in war time, p. 337–39. 13. Marie T. Harvey: Rural schools in the war, p. 340–42. 14. W. H. Swift: The status of the child, state and national, as a result of the war, p. 342–45. 15. Sally L. Jean: Health problems in education, p. 345–48.

Department of music education.—16. Will Earhart: The essential factor in musical education, p. 350–54. 17. Osbourne McConathy: In what direction is public music education tending? p. 354–56.

419. **Texas state teachers' association.** Proceedings of the fortieth annual meeting . . . Dallas, Texas, November 28–30, 1918. Texas state teachers' association bulletin, 3: 1–98, March, 1919. (R. T. Ellis, secretary, Fort Worth, Texas.)

Contains: 1. G. D. Strayer: Address [on educational reconstruction and the proposed department of education] p. 9–14. 2. W. F. Doughty: The adjustment of educational agencies to present and future conditions resulting from the war, p. 14–15. 3. H. T. Hunter: Report of the committee on educational progress without the state, p. 20–26. 4. Maggie W. Barry: The training of the young women of the nation for the increased responsibilities growing out of a new world condition, p. 31–33. 5. C. P. Neill: Education and citizenship, p. 33–37. 6. Clarence Ousley: The place of agriculture in our reconstruction program, p. 37–42. 7. N. S. Hunsdon: Vocational education in Texas under the Smith-Hughes act, p. 51–54. 8. Julia C. Lathrop: Responsibility of the school for the physical well-being of the child, p. 54–58. 9. Annie W. Blanton: Some of the problems of school administration as affected by present war conditions, p. 60–63. 10. Charles Meek: The re-direction of secondary educational agencies as result of present world conditions, p. 63–64.

EDUCATIONAL HISTORY AND BIOGRAPHY.

420. **Crothers, Samuel McChord.** Education in pursuit of Henry Adams. Yale review, 8: 580–95, April 1919.

Reviews the book entitled The education of Henry Adams. Says that Henry Adams has written an educational autoblography, in which he exhibits not his achievements but his limitations.

421. **Hobson, Elsie Garland.** Educational legislation and administration in the state of New York, 1777–1850. [Menasha, Wis., George Banta publishing company] 1918. 267 p. 8°

A dissertation submitted to the faculty of the Graduate school of arts and literature in candidacy for the degree of doctor of philosophy, Department of education.

422. **Judd, Charles H.** German influences in the schools of Ohio. Educational review, 57: 205–19, March 1919.

A study based on the laws and resolutions passed by the Ohio legislature, and the school reports of the city of Cincinnati.

423. **Kohler, Max J.** Educational reforms in Europe in their relation to Jewish emancipation, 1778–1878. [New York] 1919. 29 p. 8°

Reprinted from the Jewish forum, February 1919.

424. **Lane, Franklin K.** Armstrong's contribution to education. Southern workman, 48: 106–12, March 1919.

Address delivered at the Hampton normal and agricultural institute, Hampton, Va., at the celebration of Founder's day, January 26, 1919.

425. North Carolina. University. Edward Kidder Graham, 1876–1918. Raleigh, Edwards & Broughton printing company, 1919. 38 p. 8°. (University of North Carolina record, no. 162, January 1919)

Contains: 1. H. H. Williams: President Graham as the University knew him, p. 7–11. 2. R. D. W. Connor: President Graham's work as the state saw it, p. 12–19. 3. C. A. Smith: President Graham and the nation, p. 20–24. 4. N. W. Walker: Edward Kidder Graham: interpreter of culture and democracy, p. 25–33.

426. Two notable educators: Edward Kidder Graham; Kirby Flower Smith. Sewanee review, 27: 101–8, January–March 1919.

Symposium by Archibald Henderson and T. S. Duncan.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

427. American Oxonian, vol. 6, no. 1, January 1919. (Results of the British universities mission)

Contains: 1. American opinion, by S. P. Capen and others, p. 1–16. 2. British opinion, by E. H. Walker and others, p. 17–29.

428. The British educational mission. University record (Chicago) 5: 1–42, January 1919.

A stenographic record of the conference held at the University of Chicago at the time of the visit of the British educational mission. Discussion of measures devised to improve the intimacy of our relations with British universities, not only as regards our students, but also as regards the faculties of our several institutions.

429. Canby, Henry Seidel. Education by violence. Harper's magazine, 138: 558–65, March 1919.

War, as Thucydides said, educates by violence; and by violence the soldiers of the great war have been educated to understand what a man must know about life. Presents some lessons which America may learn from British educational experience.

430. Clapp, Frank L. *and* Greene, Charles E. The public schools of Idaho Springs, Colorado. A survey. Boulder, Colo., 1918. 87 p. 8°. (University of Colorado bulletin, vol. 18, no. 9, September 1918)

431. Mackay, Ira A. Educational preparedness. Canadian magazine, 52: 807–18, February 1919.

Author is professor of law, University of Saskatchewan.

432. Massachusetts. Special commission on education. Report of the special commission on education appointed under authority of chapter 88 of the Resolves of 1918 to investigate the educational systems of the commonwealth. Boston, Wright & Potter printing co., state printers, 1919. 197 p. charts, tables. 8°. (Senate, no. 330)

433. Nebraska on use of English. Americanization, 1: 6, March 1, 1919.

A brief summary of the recommendations in the report of a committee appointed by Gov. Neville, of Nebraska, to investigate the language situation in the state. The report recommends that English be the sole language of instruction in the elementary schools, both public and private, but that religious worship be conducted in any language necessary to the understanding of those attending.

434. Ohlinger, Gustavus. The German conspiracy in American education New York, George H. Doran company [1919] 113 p. 12°.

Gives an account of the artful German propaganda which was long carried on in American schools and universities, and through textbooks. The book is quoted in articles by T. Everett Harré in the National civic federation review, February 15, 1919, p. 12–16, 18–19, and March 5, 1919, p. 7–9.

435. St. Louis. Board of education. Survey of the St. Louis public schools. Yonkers-on-Hudson, N. Y., World book company, 1918. 3 v. 12°. (Educational survey series)

Dr. Charles H. Judd, director of the survey.

436. **Ulm, Aaron H.** National education and its pilot. Forum, 61: 283–94, March 1919.

Gives a sketch of legislation in Congress since 1913 to establish a national program of education. The "pilot" mentioned in the title is Senator Hoke Smith, of Georgia.

FOREIGN COUNTRIES.

437. **Besnier, C.** Philosophie de l'école de demain. Revue pédagogique, 73: 425–36, December 1918.

The education of yesterday was essentially intellectual. The pedagogy of tomorrow should be a pedagogy of action, or better yet, a pedagogy of heroism.

438. **Gros, J.** L'inspection primaire en France. Deuxième partie: de 1850 à 1915. Revue pédagogique, 73: 414–24, December 1918; 74: 13–29, January 1919.

These articles cover the period from the Coup d'état to 1915. Continued from Revue pédagogique, 73: 258–65, October 1918.

439. **Kuo, P. W.** The future place of education in China. Chinese recorder (Shanghai) 50: 20–24, January 1919.

440. **Skubniewski, *Capitaine*.** L'éducation de demain au lycée. Revue universitaire, 28: 14–20, January 1919.

EDUCATIONAL RECONSTRUCTION.

441. **Bawden, William T.** Industrial arts in reconstruction. School and society, 9: 279–84, March 8, 1919.

Address delivered before the Vocational education association of the Middle West, Chicago, January 17, 1919.

442. **Hibben, John Grier.** A national university. Evening post magazine (New York) March 8, 1919. p. 1, 10.

President Hibben outlines the new educational policy that is being developed at Princeton to meet after-the-war needs.

443. **Judd, Charles H.** A national educational system. Yale review, 8: 551–63, April 1919.

Says that the first problem confronting the purified democracy that is to issue from this war is the problem of making the American educational system truly continuous. The reorganization of the schools and the reorganization of the material of instruction need the strong guidance of a federal department.

444. **National education association.** A national program for education. Washington, D. C., National education association, 1918. 4 pamphlets. 8°. (Commission series 1–4.)

1. A statement issued by the N. E. A. commission on the emergency in education and the program for readjustment during and after the war.—2. Statistical data relative to the distribution of federal grants as proposed by Senate bill 4987.—3. Federal appropriations for the preparation of public school teachers.—4. The emergency in rural education.

445. Ohio history teachers' journal, no. 12, January 1919. (Reconstruction in civic education, etc.)

Contains: 1. Raymond Moley: Reconstruction in civic education, p. 3–10. 2. J. W. Ayer: The teaching of European history after the war, p. 11–15. 3. C. P. Shively: Reconstruction of the methods of teaching American history after the war, p. 16–19. 4. E. W. Dow: Principal weaknesses of freshmen in history with some consideration of the remedy, p. 20–26.

446. Reconstruction needs considered from various angles of alumni and others. Yale alumni weekly, 28: 587–95, February 28, 1919.

The Alumni day morning speeches at Yale university.

Contains: 1. W. A. Brown: The corporation committee, p. 587–89. 2. S. C. Bushnell: The alumni committee on development, p. 589–90. 3. Williston Walker: The faculty viewpoint, p. 590. 4. E. M. McKee: From the student point of view, p. 590–93. 5. A. T. Hadley: Yale reconstruction from the standpoint of the university administration, p. 593–94.

447. **Rowe, Stuart A.** The high schools of the future. School, 30: 273, March 13, 1919.

Extracts from an address delivered before the New York academy of education on "The effect of the war on education." Dr. Rowe predicts that the high schools will be humanized as a result of the war.

448. **Smith, Edgar F.** Training for leadership. Alumni register (University of Pennsylvania) 21: 428–33, March 1919.

Also with added comments in Pennsylvania gazette, 17: 482–84, February 28, 1919.

Believes that in this period of reconstruction the University of Pennsylvania should educate for leadership.

449. **Smith, Frank Webster.** Reconstructive teacher training for elementary schools. School and society, 9: 317–21, March 15, 1919.

Advocates reconstructive work along three lines (1) reform in salary concepts, (2) greater accessibility of teacher-training, and (3) better differentiation between training for rural schools and training for city schools.

450. **Thwing, Charles F.** American society after the war. Hibbert journal, 17: 282–91, January 1919.

EDUCATIONAL THEORY AND PRACTICE.

451. **Himelick, R. W.** Educational democracy. Journal of education, 89: 255–57, March 6, 1919.

452. **National education association. National council of education.** Report of the sub-committee on curriculum of the committee on superintendents' problems, on existing democratic factors in American education. (The democracy questionnaire) School and society, 9: 237–47, February 22, 1919.

A. Duncan Yocum, chairman.

453. **Patri, Angelo.** Vers l'école de demain. Revue de Paris, 26: 282–301, January 15, 1919.

This article is an extract from a book with the same title, soon to be published by Hachette of Paris. The writer is an elementary school principal in New York city, and author of A schoolmaster of the great city.

454. **Pearson, Francis B.** The reconstructed school. Yonkers-on-Hudson. N. Y., World book company, 1919. 120 p. 12°. (School efficiency monographs.)

Author undertakes to point the way toward larger and better results in the realm of variable phases of school procedure. Some chapter headings are Integrity, Appreciation, Aspiration, Initiative, Imagination, Reverence, Sense of responsibility, Loyalty, Democracy, Serenity, Life.

455. **Smith, Walter George.** The world war and the scientific theory of education. Catholic world, 108: 721–30, March 1919.

Classical versus utilitarian education.

456. **Stillman, Charles B.** Democracy and education. American teacher, 8: 29–33, February 1919.

Address delivered at Reconstruction conference of National popular government league, Washington, D. C., January 10, 1919.

In conclusion the writer says that we can not attain genuine democracy in education until we make teaching self-supporting, self-respecting, and an organic part of our national and community life.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

457. **Watts, Frank.** Echo personalities, a short study of the contributions of abnormal psychology towards the solution of some of the problems of normal education. London, George Allen & Unwin ltd. [1918] 111 p. 12°.

EDUCATIONAL TESTS AND MEASUREMENTS.

458. Gray, William S. Reading in the elementary schools of Indianapolis. Elementary school journal, 19: 419–44, February 1919.

Second paper. Gives results of the oral-reading and silent-reading tests in fifteen schools of Indianapolis, Ind., involving some 1,484 pupils. Illustrated with diagrams.

459. Hill, David Spence. Mental tests: nature and uses. School and home education, 38: 127–30, February 1919.

460. Kallom, Arthur W. The importance of diagnosis in educational measurement. Journal of educational psychology, 10: 1–12, January 1919.

"Educational measurements should ultimately bring about an improvement in the education of each boy and girl. To do this emphasis must be laid upon the value of measurements to the teacher in detecting the particular weaknesses of individual pupils, and in helping her to devise corrective measures. Examples are given from the use of the Courtis arithmetic tests."

461. Langfeld, Herbert Sidney. Mental tests for college entrance. Harvard alumni bulletin, 21: 464–66, March 13, 1919.

The program of Columbia university in giving mental tests for college entrance.

462. Mead, Cyrus D. Educational measurements. Sierra educational news, 15: 122–27, March 1919.

Traces briefly the evolution of the measurements movement, and shows by illustrations from the common-school subjects the constructive values of tests and measurements.

463. Minnesota. University. An investigation into the amount of improvement, in ability to write English composition, 1918–1919. Minneapolis, [1919]. 18 p. 8° (Bulletin, vol. XXII, no. 5, February 21, 1919)

463. Minnesota University. An investigation into the amount of improvement in ability to write English composition, 1918–1919. Minneapolis, [1919] 18 p. 80°. (Bulletin, vol. XXII, no. 5, February 21, 1919)

Results of an investigation initiated by the Bureau of cooperative research at the College of education, University of Minnesota, in conjunction with a committee appointed by the English teachers association of Minnesota. Nearly 100 high-school teachers of English in the State took part in measuring the growth of ability to write compositions as a result of twelve weeks' work in weekly theme writing.

464. Uhl, W. L. Mentality tests for college freshmen. Journal of educational psychology, 10: 13–28, January 1919.

"The author tested a group of 100 freshmen with the Trabue completion tests, hard opposites, and a range of information test. The opposites and the completion tests were found to be more satisfactory than the range of information test. All correlations, however, were low."

465. Webb, Hanor A. A preliminary test in chemistry. Journal of educational psychology, 10: 36–43, January 1919.

466. Woody, Clifford. The teaching of educational measurements. Educational administration and supervision, 5: 7–14, January 1919.

Suggestions on the time that should be given to educational measurements in normal courses and the most effective way to teach the giving of these tests.

467. Yerkes, Robert M. The mental rating of school children. National school service, 1: 6–7, February 15, 1919.

Experience with army intelligence tests suggested as a basis for better classification of pupils.

SPECIAL METHODS OF INSTRUCTION.

468. Moore, C. H. Importance of the film in industrial education. Educational film magazine, 1: 29–30, February 1919.

469. **Roach, Charles.** A national division of visual instruction. Educational film magazine, 1:11, 27, February; 11–12, March 1919.

Thinks that a national division of visual instruction affiliated with the Federal Bureau of education or the National education association, and cooperating with the states, may succeed in solving all educational film problems.

SPECIAL SUBJECTS OF CURRICULUM.

LITERATURE.

470. **Barnes, Walter.** The use of modern fiction in the high school course in literature. Education, 39:436–47, March 1919.

471. **Harvey, P. Casper.** Analysis in teaching the short-story. English journal, 8:97–100, February 1919.

Study based on the work of a class of 43 seniors in the Leavenworth (Kans.) high school. The purpose was to present the technique of the short-story inductively.

472. **Sherwood, Margaret.** Vital study of literature. Educational review, 57:220–41, March 1919.

Speaks of the great need of an awakened interest in the humanities, the most important of which is literature. Teaching high-school students to appreciate the masterpieces of the world's literature.

ENGLISH AND COMPOSITION.

473. **Committee on economy of time in the teaching of English.** (Mary B. Fontaine, chairman, Glenville, W. Va.) Tentative report of the subcom- Fontaine, chairman. Glenville, W. Va. Tentative reports of the subcommittee on mechanics of writing. English journal, 8:105–21, February 1919.

474. **St. John, C. W.** The spelling of English by Porto Rican pupils. Porto Rico school review, 3:31–50, January; 24–30, February; 18–32, March 1919.

Three articles in a series of five. The first deals with the most frequent misspellings, the second with a classification and an analysis of spelling errors, and the third with methods of instruction.

MODERN LANGUAGES.

475. **Arnold, Frank R.** France as well as French. Educational review, 57:242–46, March 1919.

Dwells on the demand for teachers of French. Gives a résumé of some good books in French.

476. **Aronstein, Philipp.** Das Englische als gegenstand "nationaler auslandsbildung" an unseren höheren schulen. Monatschrift für höhere schulen (Berlin) 17:208–21, May–June 1918.

An interesting discussion in a German educational periodical, lately come to hand, of the value of the English language, literature, and civilization as subjects of study in German schools and universities. The article advocates the study of foreign peoples from a German national standpoint, in such a way as to note in other nations the qualities which may supplement the distinctive German "kultur."

477. **Bovée, Arthur G.,** *and others.* French course of study. Modern language journal, 3:193–213, February 1919.

Gives typical lessons for elementary and university high schools.

478. **Cazamian, Louis.** Some aspects of the teaching of English in French universities. University of California chronicle, 21:35–38, January 1919.

Professor Cazamian was a member of the French educational mission to the United States.

479. **Goblot, E.** Apprenons tout de même l'allemand. Revue de l'enseignement des langues vivantes, 36: 67–69, February 1919.

Writer contends that every good Frenchman should know the German language, in order to understand any plans which the Germans may in future make against the safety of France.

480. **Jenney, Florence G.** Shall Americans study German? Oberlin alumni magazine, 15: 143–48, March 1919.

Says that when the practical disadvantages of not knowing German become embarrassing enough, we shall study German again.

481. **Livingston, Arthur.** Modern languages and the new world order: for a school of language, commerce and diplomacy. School and society, 9: 219–23, February 22, 1919.

482. **Van Horne, John.** Reading texts used during the past five years in first and second year college Spanish. Modern language journal, 3: 218–30, February 1919.

Says that a decrease in volume of readings has taken place in spite of an unquestionable tendency toward simplification in texts used.

ANCIENT LANGUAGES.

483. **Nixon, Arabella M.** The value of Latin to the student of English. South Dakota educator, 32: 7–10, March 1919.

484. **West, Andrew F.** The classics and educational reconstruction. Princeton alumni weekly, 19: 400–401, February 26, 1919.

GEOGRAPHY.

485. **Allen, Nellie B.** Power versus knowledge as the aim in the teaching of geography. Journal of education, 89: 233–34, February 27, 1919.

486. **Atwood, Wallace W.** Geography in America. Geographical review, 7: 36–43, January 1919.

Emphasizes the need for the extension of geographic study in schools and colleges.

487. **Whitbeck, R. H.** The country's call for geographers to-day and to-morrow. School and society, 9: 223–28, February 22, 1919.

Abridged from an address before the Central association of science and mathematics teachers, Chicago, November 30, 1918.

488. **Whitehouse, Wallace H.** Geographical teaching methods: criticisms and suggestions. Journal of geography, 18: 97–109, March 1919.

Reprinted from the Scottish geographical magazine, vol. 34, September 1918. This article is based on a paper read at a meeting of the Geographical association, London, January 5, 1918.

Deals particularly with conditions in geography teaching in Great Britain, but should prove suggestive to teachers in American schools.

SCIENCE AND MATHEMATICS.

489. **Central association of science and mathematics teachers.** Proceedings of the eighteenth meeting held at Chicago, Ill., November 29–30, 1918. School science and mathematics, 19: 197–268, March 1919.

Contains: 1. A. Barthelemy: Progressive science and mathematics courses and teaching in France, p. 199–204. 2. Will Scott: The function of zoology in the curriculum of the modern high school, p. 209–14. 3. F. T. Ullrich: Course in agriculture for a four-year high school, p. 214–27. 4. E. R. Downing: A range of information test in science, p. 228–33. 5. R. G. Beals: General science from a principal's viewpoint, p. 242–47. 6. C. M. Howe: Can and should general science be standardized? p. 248–55. 7. Final report of subcommittee on content of course in first-year mathematics, p. 259–64.

490. **Mayo, C. H. P.** The position of mathematics. Educational review, 57: 194–204, March 1919.

Says that mathematics should be taught primarily to educate the human mind and not merely for instruction. Speaks of the neglect of mathematics in the upper classes of English secondary schools. Emphasizes the importance of the study and deprecates the amount of time given to the classics.

ELOCUTION.

491. **Ryan, J. P.** Recent tendencies in the teaching of public speaking in college. English journal, 8: 90–96, February 1919.

Lays emphasis on the correction of speech defects, and shows the necessity of research work in the underlying sciences.

KINDERGARTEN AND PRIMARY SCHOOL.

492. **Wilson, Mabel A.** What is a kindergarten? Kindergarten and first grade, 4: 105–107, March 1919.

The meaning of kindergarten and whether or not the name should be rejected.

RURAL EDUCATION.

493. **Burrows, Mark.** A study in rural education. Rural school messenger, 8: 57–65, January 1919.

A survey of the rural schools of Missouri.

494. **Deffenbaugh, W. S.** The administration of village schools. American school board journal, 58: 27–28, March 1919.

SECONDARY EDUCATION.

495. **Illinois. University. High school conference.** Proceedings. . . November 21–23, 1918. Urbana, Pub. by the University of Illinois, 1919. 306 p. 8°. (University of Illinois bulletin, vol. 16, no. 12, November 18, 1918.)

Contains: 1. H. A. Hollister: High-school education a universal standard, p. 15–20. 2. W. W. Charters: What has thus far been accomplished and is now available for the readjustment of school curricula, p. 20–30. 3. E. E. McNary: Training men to build a bridge of ships, p. 35–38. 4. J. D. Fitz-Gerald: Report of the interlocking committee on the coordination of language study for the high schools of Illinois, p. 40–49. 5. J. S. Brown: Supervised and directed study, p. 50–57. 6. J. A. Stevenson: The project in science teaching, p. 57–66. 7. K. G. Smith: The adaptation of the Smith-Hughes law to community needs, p. 84–88. 8. A. R. Crathorne: Correlations among high school subjects, p. 133–38. 9. L. D. H. Weld: Correlating education with business, p. 148–51. 10. H. A. Hollister: The teacher problem for rural and village schools, p. 161–62. 11. Report of Committee on training in American ideals, p. 179–83. 12. W. E. Andrews: The aims in teaching high school geography, p. 189–95. 13. [Report of the Committee on the revision of the art course], p. 196–207. 14. F. D. Crawshaw: Manual arts after the war, p. 207–209. 15. M. Schweickhard: Army school organization adapted to manual arts, p. 211–16. 16. W. B. Owen: The place of German in our high schools after the war, p. 235–37. 17. O. H. Moore: The place of Italian in the high school, p. 238–42. 18. Mary D. Phillips: Music a factor in Americanization, p. 248–52. 19. J. H. Beard: The finding of the draft and its relation to school problems, p. 262–74. 20. Edith Hildebrant: The aims of physical education, p. 278–83. 21. C. F. Phipps: The value of project study in the teaching of physics, p. 285–89. 22. J. W. Shepherd: Project studies in high school physics and chemistry, p. 289–98.

496. **Abbott, Alden H.** Shall we teach efficiency in our high schools? School and society, 9: 284–89, March 8, 1919.

An attempt to teach the science of personal efficiency in the high school.

497. **Bagley, W. C.** The universal high school. School and home education, 38: 122–26, February 1919.

Read before the high school department, Pennsylvania educational association, December 30, 1918.

The possibility of developing a type of liberal education that can be profitably given to practically every child of high school age.

498. **Phillips, D. E.** The decalogue of the junior high school. School review, 27: 161–71, March 1919.

Says that the standard junior high school is not yet in existence. Presents ten demands to which such a school should conform. Says that properly supervised study is desirable everywhere, but imperative in the junior high school; under wise direction there should be almost unlimited freedom in the choice of subjects, and ample opportunities for industrial work, etc.

499. **Rapeer, Louis W.** Minimal essentials in the high school. High school journal, 2: 67–72, March 1919.

Non-English languages and non-arithmetical mathematics.

500. **Steeves, H. R.** "The Board" and the high school teacher. English leaflet, 19: 1–8, March 1919.

The College entrance examination board and the teacher of high school English in the Northern Atlantic States.

501. **Willett, G. W.** Permanence of pupil interests. School and society, 9: 334–38, 365–68, March 15, 22, 1919.

High school pupils' interests in the various subjects of the curriculum.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

502. **Allen, T. T.** Teachers' meetings upon a democratic basis. Educational administration and supervision, 5: 19–24, January 1919.

503. **Dick, George S.** The work of the normal school in the making of a rural teacher. American school, 4: 300–301, December 1918.

The president of the State normal school at Kearney, Nebr., tells what qualities the rural teacher should have and what the normal schools are doing to give them these qualifications.

504. **Gould, J. C.** Teachers' salaries in North Dakota. American school board journal, 58: 31–32. March 1919.

The effects of war conditions on teachers' salaries and the need for some readjustments.

505. **Hughes, Helen Sard.** The academic chance. Journal of the Association of collegiate alumnae, 12: 79–82, January 1919.

Statistics of women teachers in colleges and universities.

506. **Keith, John A. H.** Some reasons for federal aid to state owned and controlled institutions and agencies for the preparation of public school teachers. American school, 4: 296–97, 301, December 1918.

507. **Kent, Raymond A.** University preparation of teachers for high schools. School review, 27: 171–85, March 1919.

Data obtained from written statements prepared by 100 University of Kansas students in the last semester of their senior year. Says the writer: "No matter how great one's zeal, one looks almost in vain, among college instructors or among prospective teachers, for any evidence that the high school is thought of as the 'people's school.'"

508. **Michigan state teachers' association.** Teachers' salaries in Michigan. February 1919. Pub. by the Committee on salaries, 1919. 36p. 8°.

Contains statistics showing the average salary and expenses of teachers in 141 cities.

509. **Smart, Thomas J.** Training a socialized rural leadership. American journal of sociology, 24: 389–410, January 1919.

A tentative outline of a scheme for training elementary teachers of rural schools as adapted to the needs of Minnesota.

510. **U. S. Federal board for vocational education.** The training of teachers of vocational agriculture. Washington, Government printing office, 1919. 47p. 8°. (Bulletin no. 27, Agricultural series no. 5, January 1919.)

511. **Walker, E. G.** Psychology in the normal school. Ohio educational monthly, 68: 81–86, March 1919.

Objects to psychology as a required subject in normal schools where students are trying to fit themselves within one year's time for specific tasks requiring a large amount of technique and subject matter.

HIGHER EDUCATION.

512. **American association of university professors.** Report on requirements for Ph. D. degree, report on pensions and insurance, list of officers and members, constitution. Boston, Pub. by the Association, 1919. 91 p. 8°. (Bulletin of the American association of university professors, vol. 5, no. 1, 2, January–February 1919.) (H. W. Tyler, secretary, Massachusetts institute of technology, Boston, Mass.)

513. **Ansell, Samuel T.** The college man and the new army. Harvard alumni bulletin, 21: 399–401, February 20, 1919.

An address delivered at the annual dinner of the Harvard club of Washington, on January 28, 1919, on the place and influence of the college man in the recent war.

514. **Chittenden, Gerald.** The point of view of youth. Scribner's magazine, 65: 283–88, March 1919.

Comments on present methods and prospects of higher education in America.

515. **Kelly, Robert Lincoln.** The college, the great war, and democracy. Bulletin of the Board of education of the Methodist Episcopal church, South, 8: 139–45, February 1919.

An address delivered before the Educational conference, Lake Junaluska, N. C., July 12, 1918.

516. **Nelson, C. Ferdinand.** The pursuit of health in university life. Graduate magazine, 18: 134–39, February 1919.

517. **Van Wagenen, M. J.** The university student as revealed by the army test. Minnesota alumni weekly, 18: 7–11, March 10, 1919.

Results of the army mental tests given to the students of the University of Minnesota. Shows to what degree the army tests meet the demands of the university.

SCHOOL ADMINISTRATION.

518. **Alexander, Carter.** School statistics and publicity. Boston, New York, Silver, Burdett and company [1919] xix, 332 p. 12°. (Beverley educational series, ed. by W. W. Charters.)

This text is directed upon the problem of making the school superintendent's report readable by his community. The author attacks the whole problem from the collecting of the data and their statistical treatment, to the presentation of the findings in simple and graphic form. The book is illustrated with graphs and tables.

519. **Brown, Keith C.** The essentials of a supervisor of public school music. Journal of education, 89: 263–64, March 6, 1919.

520. **Martin, A. S.** State or national control of education. American school board journal, 58: 24, March 1919.

Suggests the advantages and the disadvantages that the passage of the bill to provide for a department of education will bring to Pennsylvania. Says that "It has not been demonstrated that the Department of education of the United States can direct and control any of the educational activities of the states to a better advantage than the states themselves."

521. **Power, Leonard.** A plan for the supervision of instruction by principals of elementary schools. Elementary school journal, 19: 408–18, February 1919.

Discusses the supervision of geography during the first two weeks of February. A plan put into operation in the Austin school, Dallas, Tex.

522. **Pyle, J. Freeman.** The legal basis of school finance in the cities of the North central association having a population ranging from thirty thousand to fifty thousand. Elementary school journal, 19: 445–67, February 1919.

Says that it would be best for the board of education to have the power to determine the size and the distribution of the school budget.

523. **Wagner, Charles A.** Productive supervision of teaching. American school board journal, 58: 25–27, March 1919.

The apportionment of time between teaching and supervision, the distinctive duties of the teacher-supervisor, etc.

SCHOOL MANAGEMENT.

524. **Breed, Frederick S.** Measured results of supervised study. School review, 27: 186–204, March 1919.

Results of an investigation conducted by the Michigan schoolmasters' club some three years ago. Light was sought on the effectiveness of "a common form of organization of supervised study, viz., that exemplified in the divided-period plan and the double-period plan." To be continued.

525. **Cast, G. C.** Selecting textbooks. Elementary school journal, 19: 468–72, February 1919.

In a school system where the percentage of inexperienced and poorly equipped teachers is as high as it is in this country, the textbook ought to be as comprehensive as possible, so as to enable bright scholars to master a given subject, even without much assistance from an instructor.

526. **Ford, Edson L.** The unit system of grading and promotion. Education, 39: 389–402, March 1919.

Says that the system teaches thoroughness; provides for a retarded, rapid, individual advancement, saving much time; reduces the number of subjects that each child has to carry in his mind at one time, but allows for a wide divergency during course, etc.

527. **Jaggard, Guy H.** Improving the marking system. Educational administration and supervision, 5: 25–35, January 1919.

An experiment in the improvement of teachers' marks in the public schools of Lawrence, Kansas.

528. **Perry, Arthur C.** The management of a city school. Rev. ed. New York, The Macmillan co., 1919. viii, 434 p. 12°.

A complete revision of the 1908 edition. The plan of organization of the original edition has been retained; but the text has been liberally reapportioned and supplemented, the citations brought to date, and topical headings introduced.

529. **Simpson, Mabel E.** Supervised study as applied to history. Journal of the New York state teachers' association, 6: 4–12, February 1919.

530. **Smith, R. R.** Supervised study in the Joliet township high school. American school board journal, 58: 33, 80, March 1919.

The plan described and arguments in its favor.

SCHOOL HYGIENE AND SANITATION.

531. **Andress, J. Mace.** Health education in rural schools. Boston, New York [etc.] Houghton Mifflin co. [1919] 321 p. illus. 12°.

532. **Harman, N. Bishop.** Sight-saving schools. Child (London) 9: 193–207, February 1919.

Arrangement of schoolrooms so that sight of pupils will be conserved. Work for myopic children.

533. **Legee, Robert T.** Child hygiene of the school period—a teacher's problem. Journal of education, 89: 214–16, February 20, 1919.

PHYSICAL TRAINING.

534. **American physical education association. Western district.** First annual convention. American physical education review, 24: 65–95, February 1919.

Contains: 1. A. D. Browne: Physical education in the light of the present national situation, p. 69–74. 2. R. G. Boone: The place of physical education in the general theory of education, p. 75–82. 3. F. L. Kleeberger: American athletics vs. German militarism, p. 83–89. 4. W. P. Bowen: The influence of the war upon physical education, p. 90–92.

535. **National collegiate athletic association.** Proceedings of the thirteenth annual convention held at New York City, December 27, 1918. 116 p. 8°. (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)

Contains: 1. S. W. Beyer: The value of athletics in the making of soldiers, p. 36–37. 2. G. L. Meylan: Athletics and recreation in the French army, p. 39–44. 3. J. R. Angell: The reconstruction program for physical education in the colleges, p. 44–54. 4. J. E. Raycroft: Suggestions for colleges from the Army experience in physical training, p. 54–62. 5. J. L. Griffith: The War Department commission on training-camp activities: suggestions from the field, p. 62–66. 6. G. L. Fisher: Report of a discussion in the Athletic research society on reconstruction of college athletics, p. 67–68. 7. T. A. Storey: Universal physical education and the National collegiate athletic association, p. 69–71.

536. **Fisher, George J.** Points of emphasis in a post-war program of physical training. Physical training, 16: 709–18, February 1919.

Paper read at meeting of Athletic research society, December 26, 1918.

537. **Rath, Emil.** General pedagogy of physical education. Mind and body, 25: 454–58, February 1919.

538. **Storey, Thomas A.** [Address] to a graduating class in physical education. American physical education review, 24: 96–106, February 1919.

Presented before the graduating class of the New Haven normal school of gymnastics, June 7, 1918.

Suggestions that may help teachers of physical education to accomplish results that are worth while, to reach standards that are worthy, and to attain an effectiveness that will mean real success in life work.

SOCIAL ASPECTS OF EDUCATION.

539. **Chorpenning, Charlotte B.** Putting on a community play. Quarterly journal of speech education, 5: 31–44, January 1919.

Says that to set up making money as the chief aim of recreation "poisons the wells of community life." Self-sustaining community plays, music, etc., should be fostered. Shows how to select a play and mount it. Illustrated.

540. **Church, Clarence C.** Social studies in high schools. American schoolmaster, 12: 54–63, February 15, 1919.

541. **McConaughy, James L.** The home and the school. Journal of education, 89: 288–89, March 13, 1919.

The ways in which the home can cooperate with the school.

542. **Moore, Harry H.** A high school course in sociology. Educational review, 57: 181–93, March 1919.

Value of sociological study in high schools. Relating ideas of students to real life—politics, poverty, unemployment and other social conditions. Dwells on the ignorance of the average high-school pupil as regards the great problems of the day.

543. **Popenoe, Paul *and* Johnson, Roswell Hill.** Applied eugenics. New York, The Macmillan company, 1918. xii, 459 p. illus. 8°.

Some interesting topics treated in this book are the following: Intellectual differences among men; Inheritance of mental capacities; Eugenic aspects of an increasing marriage rate and an increased birth-rate for the superior, with statistics of college men and women in this connection; Relation of eugenics to compulsory education, vocational guidance and training, pedagogical celibacy, etc.

544. **Todd, Arthur James.** Theories of social progress; a critical study of the attempts to formulate the conditions of human advance. New York, The Macmillan company, 1918. xii, 579 p. 8°.

This book holds that human progress is to be through discovering and utilizing new types of education. It includes a chapter on Some educational implications of social progress, p. 505–34.

545. **Williams, Joseph T.** The teacher as a social worker. Education, 39: 425–30, March 1919.

Teacher should not only instruct, but give attention to factors having to do with the pupil's health and bodily powers, and with his home and community influences.

CHILD WELFARE.

546. **National child labor committee.** Fourteenth annual conference of child labor. State programs for legislation. New York, National child labor committee, 1919. p. 227–95. 8°. (Child labor bulletin, vol. 7, no. 4, February 1919.)

Contains: 1. Federal aid to elementary education [by] G. D. Strayer, p. 241–43; [by] D. B. Waldo, p. 243–45. 2. L. E. Holt: The child health organization, p. 245–47. 3. W. S. Small: The nation's need of physical education, p. 248–49. 4. E. N. Clopper: State programs for legislation, p. 263–81. 5. New Federal child labor measures, p. 283–85. 6. Sugar beets and education, p. 286–88.

547. **Ravenhill, Alice.** The content of a college course on child welfare. Journal of home economics, 11: 70–76, February 1919.

Presented at the eleventh annual meeting of the American home economics association, Chicago, June 1918.

548. **Titzel, Mary Elizabeth.** Building a child-welfare program in war time. American journal of sociology, 24: 411–22, January 1919.

An account of the Children's year program of the Children's bureau of the U. S. Department of labor.

RELIGIOUS EDUCATION.

549. **Bouquet, A. C.** Some suggestions about religious education. Church quarterly review (London), 87: 235–52, January 1919.

550. **Bower, William Clayton.** A survey of religious education in the local church. Chicago, Ill., The University of Chicago press [1919] 177 p. 16°.

551. **Campagnac, E. T.** Elements of religion and religious teaching. Cambridge, At the University press, 1918. 127 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

552. **Montgomery, Louise.** Vocational education—a vestibule. Survey, 41: 830–31, March 8, 1919.

553. **West, Andrew F.** The true relation of vocational and general education. Manual training magazine, 20: 227–31, March 1919..

An address delivered January 16, 1919, at Chicago, before the Vocational education association of the Middle West.

554. **West, R. D.** Manual training in the junior-senior high school. Manual training magazine, 20: 231–36, March 1919.

VOCATIONAL GUIDANCE.

555. **Book, William F.** War work of vocational psychologists and its significance for vocational education. Educator-journal, 19: 365–71, March 1919.

Address delivered before the second annual state conference on vocational education, held at Indianapolis, Indiana, February 6, 1919.

556. **Chapman, J. Crosby.** Mental tests in industry. Personnel, 1: 1, 9, March 1919.

Field of usefulness for the mental test in industry.

557. The measurement and utilization of brain power in the army. Science, 44: 221–26, 251–59, March 7, 14, 1919.

Psychological research work in the army. Methods of measuring intelligence, etc. Published with the approval of the Surgeon general of the army, from the section of psychology. Second paper illustrated with graphs.

AGRICULTURAL EDUCATION.

558. **Davenport, Eugene.** Wanted: a national policy in agriculture. Rev. ed. Urbana, Ill., January 1919. 28 p. 8°.

Address of the president of the Association of American agricultural colleges and experiment stations, Baltimore meeting, January 8, 1919.

The speaker advised the Association to memorialize Congress and the President to appoint a permanent agricultural commission, a recommendation which was endorsed by the Association.

559. **Jardine, W. M.** Inaugural address of the president of the Kansas state agricultural college. School and society, 9: 309–17, March 15, 1919.

The present and future mission of the Kansas state agricultural college.

SCHOOL GARDENS.

560. **Ivins, Lester S.** Past results and future plans of U. S. garden army. Ohio teacher, 39: 240–41, February 1919.

COMMERCIAL EDUCATION.

561. **Gowin, Enoch Burton.** The selection and training of the business executive. New York, The Macmillan company, 1918. 225 p. 12°.

562. **Keyes, Rowena K.** Literature and composition for commercial pupils. English journal, 8: 81–89, February 1919.

Work accomplished in the Girls' high school, Brooklyn, N. Y. Gives pupils' lists of their reading for three terms.

PROFESSIONAL EDUCATION.

563. **American conference of pharmaceutical faculties.** Proceedings of the nineteenth annual meeting, Chicago, Ill., August 12–13, 1918. 161 p. 8°. (Theodore J. Bradley, secretary-treasurer, College of pharmacy, Boston, Mass.)

564. **Ballantine, Henry W.** The place in legal education of evening and correspondence law schools. American law school review, 4: 369–78, February 1919.

Says that correspondence schools should not be permitted to grant any degree in law. They should be inspected and classified so that fraud and dishonesty may be exposed.

565. **Black, William M.** The training required for engineers. Engineering education, 9: 187–206, February 1919.

Discussion: p. 206–44.

Major General Black, chief of engineers of the U. S. Army tells of the training required for army engineers.

566. The movement for shorter hours in nurses' training schools. American journal of nursing, 19: 439–43, March 1919.

567. **Spencer, Selden P.** Pre-legal education. American law school review, 4: 366–68, February 1919.

Advocates the necessity of general education as a pre-requisite to study of the law.

568. **Vincent, George E.** The university and public health. Science, 44: 245–51, March 14, 1919.

Abstract of an address delivered at the anniversary exercises of Johns Hopkins University, February 22, 1919.

Service of the university in supplying a trained personnel for public-health administration.

CIVIC EDUCATION.

569. **Dana, John Cotton.** Training a city in civics. American city, 20: 239–40, March 1919. City ed.

An account of what the Newark public library has done to promote Newark study in the public schools of that city.

570. **Davidson, Percy E.** Some reasons for the state direction of civic-economic training particularly in schools of secondary grade. Berkeley, Cal., 1919. [6] p. 8°.

Reprinted in part from the Sierra educational news, February 1919.

571. **Gathany, J. Madison.** The teaching of politics. Educational review, 57: 247–59, March 1919.

Importance of civics in our public school curriculum. Says that the average man in our democracy must be fitted to understand and comprehend sound ideas of government, or American democracy will cease to exist, and something akin to Bolshevism will usurp its place.

572. The teaching of politics in American universities. New republic, 18: 134–35, March 1, 1919.

An editorial criticizing current methods of teaching this subject, because forms are studied without analyzing the substance behind those forms. Attention is given to acquiring facts rather than to grasping principles.

AMERICANIZATION OF IMMIGRANTS.

573. **Kilpatrick, Van Evrie.** Americanization through school gardens. American education, 22: 309–11, March 1919.

574. **Weber, S. F.** Some aspects of Americanism. Journal of education, 89: 227–29, February 27, 1919.

REEDUCATION OF WAR INVALIDS.

575. **Inter-allied conference on the after-care of disabled men.** Second annual meeting held in London, May 20 to 25, 1918. [Vol. I] Reports presented to the conference. [Vol. II] Supplement to volume of reports. London, H. M. Stationery office, 1918. 2 v. 8°.

CONTENTS.—[Vol. I] Section 1, Pensions and allowances. Section 2, Training. Section 3, A, Medical treatment, the blind and the deaf. Section 3, B, Surgical treatment. Appendix. [Vol. II] Verbatim reports of the discussions, together with some papers presented to the conference but not included in the volume of reports.

576. **McMurtrie, Douglas C.** The disabled soldier. With an introduction by Jeremiah Milbank. New York, The Macmillan company, 1919. 232 p. front., plates. 12°.

577. **Paeuw, Leon de.** The vocational re-education of maimed soldiers. With a preface by Madame Henry Carton De Wiart, tr. into English by the Baronne Moncheur and Elizabeth Kemper Parrott. Princeton, Princeton university press; London, Humphrey Milford [etc., etc.] 1918. 188 p. plates. 12°.

578. **Peirce, Paul S.** Disabled men in war and peace. National efficiency quarterly, 1: 273–86, February 1919.

A program for industrial readjustment of the disabled.

EDUCATION OF SOLDIERS.

579. **Barker, Clyde R.** An army school for illiterates. American school board journal, 58: 53, March 1919.

The organization of classes and the method of instruction used in the classes for illiterate soldiers.

580. **Kingsbury, John A.** The new military training. Survey, 41: 765–67, March 1, 1919.

Preparing soldiers abroad for citizenship at home. Work of the Army educational commission.

EDUCATION OF WOMEN.

581. **Abernethy, Julian W.** The anomaly of coeducation. School and society, 9: 259–62, March 1, 1919.

The writer does not believe in coeducation in colleges and universities. Says that it is time for a revolution that will give to a woman a man's chance in education.

EDUCATION OF DEAF.

582. **Farquhar, Grover C.** The Boy Scouts of America in relation to schools for the deaf. American annals of the deaf, 64: 134–44, March 1919.

EXCEPTIONAL CHILDREN.

583. **Clark, L. Pierce.** The ungraded class system which New York is about to put in operation. Journal of the New York state teachers' association, 6: 1–4, February 1919.

Gives the requirements of any thoroughgoing ungraded class system for the state.

584. **Tompkins, Ernest.** Left-handedness and stammering. Quarterly journal of speech education, 5: 6–11, January 1919.

Says the belief that reversal of left-handedness causes stammering is fallacious. The charge that return "to left-handedness results in disappearance of stammering is not sustained by three prominent supporters of the dextro-sinistrality causation theory of the disorder."

EDUCATION EXTENSION.

585. **Nalder, F. F.** The value of correspondence instruction.—Part I. American education, 22: 306–309, March 1919.

To be continued.

586. **Snedden, David.** The movement for continuation school education. Educational administration and supervision, 5: 36–38, January 1919.

Notes of an address before the Vocational education association of the Middle West, January 16, 1919.

LIBRARIES AND READING.

587. Christopher, Katharine M. War service of the New York high school libraries. Journal of the New York state teachers' association, 6: 19–22, February 1919.

Collecting and arranging library war material, Arousing pupils' interest in war service and reading, and Student contribution to soldier and sailor libraries.

588. Michigan state normal college. Training department library. A graded list of library books for the elementary and the intermediate school. Ypsilanti, Mich., 1919. [12] p. 8°. (Library bulletin no. 3)

Arranged by E. V. Andrews, librarian, with the help of the teachers and the children of the Training department.

589. Paine, Paul M. Are we to have a free library? Some observations upon the conduct of the people's university. Bookman, 49: 68–71, March 1919.

Criticizes the classification of a library's book circulation into fiction and non-fiction. Says it will be interesting to ascertain what books on applied science and American idealism are most popular, and also to give proper attention to statistics of prose fiction.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

590. Brief courses in home making for normal schools; by Carrie Alberta Lyford. Washington, 1919. 15 p. (Home economics circular no. 8, January 1919.)

Revision of circular issued June 27, 1917.

591. The cooperative school; by William T. Bawden. Washington, 1919. 10 p. (Industrial education circular no. 2, February 1919.)

592. Courses of study for the preparation of teachers of manual arts; by Albert F. Siepert. Washington, 1919. 30 p. (Bulletin, 1918, no. 37)

593. Diet for the school child. Washington, 1919. 14 p. (Health education, no. 2)

594. Instruction in music; by Waldo S. Pratt. Washington, 1919. 14 p. (Bulletin, 1919, no. 5)

Advance sheets from Biennial survey of education in the United States, 1916–1918.

595. The kindergarten and Americanization. Washington, 1919. 4 p. (Kindergarten circular, no. 3, November 1918.)

596. Kindergarten supervision in city schools; by Almira M. Winchester. Washington, 1919. 50 p. (Bulletin, 1918, no. 38)

597. Lessons from the war and their application in the training of teachers; by William T. Bawden. Washington, 1919. 20 p. (Industrial education circular no. 1, January 1919.)

598. List of references on rural life and culture. Washington, 1919. 7 p. (Library leaflet no. 1.)

599. Secondary education; by Thomas H. Briggs. Washington, 1919. 44 p. (Bulletin, 1918, no. 47)

Advance sheets from Biennial survey of education in the United States, 1916–1918.

600. State laws relating to education enacted in 1915, 1916, and 1917. Compiled by William R. Hood. Washington, 1919. 259 p. (Bulletin, 1918, no. 23.)

601. Statistics of agricultural and mechanical colleges, 1916–17; by Benjamin F. Andrews. Washington, 1919. 43 p. (Bulletin, 1918, no. 41)

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